COLLEGE OF EDUCATION AND PSYCHOLOGY
School of Education

Course prefix and Number	EDCI 5332.060
Course Title	Instructional Design for Effective Learning Environments
Session	Spring, 2026
Course Meeting	Online
Office Hours	Tuesdays and Thursdays 12:30-2:00pm
	(& by appointment and Zoom)
Instructor	Woonhee Sung, Ed.D
	wsung@uttyler.edu/CANVAS inbox
	903.566.7175
	BEP 243, School of Education

Communication Policy:

Students may email any time when a question arises. Please note for email messages, I typically respond within 24-48 hrs. Weekends may vary. Please include course number [EDCI 5332] in the email subject line.

Course Description:

This course focuses on strategies for designing and facilitating effective classroom instruction. Students will examine theory as well as explore resources to gain knowledge and understanding of how to design and implement instructional strategies in a variety of classroom settings. Topics include assessment, e-learning, emerging technologies, information and visual literacies, and product evaluation.

Student Learning Outcomes:

As a result of this course, you should understand the history and the principles of Instructional Design. Furthermore, you should acquire the principles and practices of instructional design to effectively design your instruction, instructional strategies based on learning theories. Your skills and understandings of instructional design will be enhanced with your new awareness of instructional design models, strategies, diverse learning environments, and assessment skills.

The course will provide you with the knowledge, skills, and attitudes necessary for your teaching and your students' learning. By the end of the course you will be able to:

LO1: Use technology to facilitate and inspire student learning and creativity (ISTE 2.6 Facilitator; INTASC Principles: 2, 4, 6)

LO2: Design and develop digital-age learning experiences and assessments (ISTE 2.5 Designer; ISTE 2.7 Analyst; INTASC Principles: 1,2, 3, 6, 7, 8)

LO3: Demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics (AECT Standard 1; INTASC: 4, 7)

LO4: Demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies (AECT Standard 2)

LO5: Design differentiated instruction that addresses learner variability through flexible approaches to content, process, product, and learning environment (ISTE 2.5 Designer; AECT Standard 1; INTASC Principles: 1, 2, 7, 8)

LO6: Demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning (AECT Standard 5; ISTE 2.7 Analyst; INTASC: 6, 9)

Evaluation and Grading:
- Attendance and Participation (Discussion board) 20%
- Quizzes 20%
- Projects 30%
- Coding Project 5%
- Final Design Document 25%

Note: Last Day to Withdraw from Course: March 30, 2026

Required Texts:
[W] West, R. (2018). Foundations of Learning and Instructional Design Technology. Available at https://edtechbooks.org/lidtfoundations
(online book - free)

[C&K] Cennamo, K &Kalk, D. (2019). Real World Instructional Design: An Iterative Approach to Designing Learning Experiences. (2nd Edition). Routledge. Available via Ebook Central at the UT Tyler Robert R. Muntz Library
Print ISBN 9781138559905
eText ISBN: 9781351362245, 1351362240

Technology Access:

Hardware:
- This is an online course and will require reliable technology
- Desktop or Laptop computer with Internet access.

Note: If your Internet connection is down, <u>it is your responsibility</u> to seek access at a venue such as in the UTT computer lab (located in BEP 249 or HPR 134), a public library to complete and **submit your work on time**.
- A camera, microphone, and sound.

Software:
- A current operating system (Microsoft or Apple)
- A web browser (e.g., Chrome, Safari, Firefox, etc.).
- Access to Canvas and Patriot Mail
- Microsoft Office (Available at no charge to students at https://www.uttyler.edu/it/office365/proplus.php

Also, standard plug-ins such as:
- Java
- Flash
- QuickTime
- Adobe Reader or another PDF reader such as Preview on the Mac

Technical Support
- UT Tyler Information Technology Hotline 903.565.5555 x2 or itsupport@patriots.uttyler.edu
- 24/7 Support inside Canvas >>> Canvas Help

Course Outline:

Date	Topic/Readings	Assignments
Week 1	Module 1 Getting Started	• Log on to CANVAS and review syllabus • Read Course Introductions (Module 1) • Write Introduction on CANVAS

Week 2	Module 2 Definitions and History of Instructional Design Instructional Design Models I Zoom meeting (Date and Time: TBA) Reading: [West] Chapter 2, 4, and 22 [C&K] Chapter 1 Reiser, R. A. (2001). A history of instructional design and technology: Part II: A history of instructional design. *Educational technology research and development*, *49*(2), 57-67.	• Reading Assignments • Weekly Reflection #1
Week 3	Module 3 Instructional Design Models II Reading: [West] Chapter 22, 23 Perkins, D. (1993). Teaching for Understanding. *American Educator*, *17*(3), 28–35. McTighe, J., & Seif, E. (2014). Teaching for understanding: A meaningful education for 21st century learners. Teachers Matter, 24, 15-17. Assigned readings in module	• Quiz #1 • Project step #1: Topic proposal
Week 4	Module 4 Needs Analysis Understanding by Design Reading: [C&K] Chapter 2 McTighe, J., & Seif, E. (2014). Teaching for understanding: A meaningful education for 21st century learners. Teachers Matter, 24, 15-17. Assigned readings in module	• Project #2: Learner Analysis document

Week 5	Module 5 Outcomes and Assessment Reading: [C&K] Chapter 3 Assigned readings & videos in module	• Project #3: Learning Goal and Outcome analysis document
Week 6	Module 6 Designing Assessment Learning Event Planning - Learning Theory Behaviorism, Cognitivism, Constructivism, Connectivism Reading: [West] Chapter 11, 12 & 19 [C&K] Chapter 4 Kay, D., & Kibble, J. (2016). Learning theories 101: application to everyday teaching and scholarship. *Advances in Physiology Education*, *40*(1), 17–25.	• Quiz #2 • Weekly Reflection #2
Week 7	Module 7 Learning Strategies (Constructive Learning Strategies) New Tools and Ed Tech Reading: [West] Chapter 18, 20, 21 [C&K] Chapter 5 Assigned reading on CANVAS	• Quiz #3 • Project #4 Develop Lesson (draft)
Week 8	Module 8 Developing Instructional Technology Delivery mode Reading: [C&K] Chapter 5 [West] Chapter 30, 31 Bernard, R., Abrami, P., Borokhovski, E., Wade, A., Tamin, R., Surkes, M., Bethel, E.C. (2009). A Meta- Analysis of Three Types of Interaction Treatments in Distance Education. Review of Educational Research, 79, 1243-1289.	• Weekly Reflection #3 (Choice of the delivery mode for the topic) • Get ready for Week 10: Code.org, Scratch and other coding, CT Activity

Week 9	Spring Break	
Week 10	Module 9 Technology integration in K-12 TPACK, SAMR,, AI Learner-Centered Paradigm Reading: [West] Chapter 32, 33, 34, 35 Reading: Koehler, Mishra (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education, 9*(1), 60-70	• Reflection #4: TPACK and SAMR Application • Code.org due
Week 11	Module 11 Constructive Learning Strategies & -Inquiry-based learning - Personal learning environment - Simulations - Gaming, Gamification, Serious play - Maker Space, Coding [West] Chapter 29, 38, 39, 40, 41 Erenli, K. (2013). The impact of gamification-recommending education scenarios. *International Journal of Emerging Technologies in Learning (iJET), 8*(2013), 15-21. Schön, S., Ebner, M., & Kumar, S. (2014). The Maker Movement. Implications of new digital gadgets, fabrication tools and spaces for creative learning and teaching. eLearning papers, 39, 14-25 Halverson, E. R., & Sheridan, K. (2014). The maker movement in education. *Harvard Educational Review*, *84*(4), 495-504	• Chapter review and Reading • Project #5 Develop Lesson (developed, technology integration)

Week 12	Module 12 Learning and Instruction - Motivation theory Reading: [West] Chapter 12, 15, 16 Choose one from the list of research papers	• Project #6 (cont.) Develop Lesson & Materials
Week 13	Module 13 Innovative Assessment and Evaluation Develop and Deliver Phase Reading: [C&K] Chapter 6, 11	• Final Project progress check • Project #7 Improve Assessment strategy and lesson with AI
Week 14	Module 14 Universal Design for All Differentiation Reading: Assigned reading on CANVAS	• Project #8 Differentiation Application
Week 15	Final Exam week	• Final Project Packet due

Note: This syllabus is **subject to change** based on the needs of **the class**

Bibliography

Bernard, R., Abrami, P., Borokhovski, E., Wade, A., Tamin, R., Surkes, M., Bethel, E.C. (2009). A Meta-Analysis of Three Types of Interaction Treatments in Distance Education. *Review of Educational Research, 79*, 1243-1289.

Erenli, K. (2013). The impact of gamification-recommending education scenarios. *International Journal of Emerging Technologies in Learning (iJET)*, *8*(2013), 15-21.

Greenstein, S., & Olmanson, J. (2017). Reconceptualizing Pedagogical and Curricular Knowledge Development through Making.

Halverson, E. R., & Sheridan, K. (2014). The maker movement in education. *Harvard Educational Review*, *84*(4), 495-504

Kay, D., & Kibble, J. (2016). Learning theories 101: application to everyday teaching and

scholarship. *Advances in Physiology Education*, *40*(1), [17–25](#).

Koehler, Mishra (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education, 9*(1), 60-70

Mishra, P., Koehler, M. J., & Kereluik, K. (2009). Looking back to the future of educational technology. *TechTrends*, *53*(5), 49.

Perkins, D. (1993). Teaching for Understanding. *American Educator*, *17*(3), 28–35.

Reiser, R. A. (2001). A history of instructional design and technology: Part II: A history of instructional design. *Educational technology research and development*, *49*(2), 57-67.

Schön, S., Ebner, M., & Kumar, S. (2014). The Maker Movement. Implications of new digital gadgets, fabrication tools and spaces for creative learning and teaching. *eLearning papers, 39*, 14-25.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

In this course,

*You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

**You may <u>not submit any work generated by an AI program as your own</u>. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which

may be poor). ***Any plagiarism or other form of cheating will be dealt with severely under relevant UT Tyler policies.

Course Policies
• *Class participation*: This course is designed as an online course and you are required to participate! You will have online modules which include chapter readings, participation activities, and technology projects. Each module will be available weekly. However, you should expect to spend a minimum of six hours per module. As an online student, log in multiple times a week to participate in the course. The due dates of the assignment/project are posted in CANVAS. You are responsible to check due dates and submit your work on or prior to the due date.

• *Grading Policy*: All assignments are to be submitted on or prior to the due date. **Late work is not accepted without prior permission from the instructor.** Be aware that technical difficulties or lack of Internet access or access to required technologies and software are not accepted as excuses for late work or incomplete work. Thunderstorms are not an excuse for late work. Please proofread assignments carefully so no spelling, grammatical, and/or punctuation errors exist. Points for spelling, grammatical, and/or punctuation are included in the grading scheme for each assignment.

• *Grades of "I"* will only be given when there is a compelling reason (e.g., serious illness). If you have questions or need help, email me at wsung@uttyler.edu

• *Descriptions of all projects and assignments* will be posted on Canvas. Criteria mentioned in these descriptions must be followed in order to receive full credit for your work. All assignments will be turned in through Canvas. Projects are highly encouraged to also be uploaded to your online electronic portfolio.

• *Disposition:* All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the UT Tyler School of Education Dispositions.
 These dispositions are listed at the following website:
 https://www.uttyler.edu/education/files/dispositions-all-forms.pdf

College of Education and Psychology (CEP) Vision and Mission

Core Purpose of the College of Education and Psychology
To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators can be accessed here.

UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click here.
- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

University Guidelines, Links and Policies